

ONTARIO DEPARTMENT OF EDUCATION

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INFORMATION SHEETS

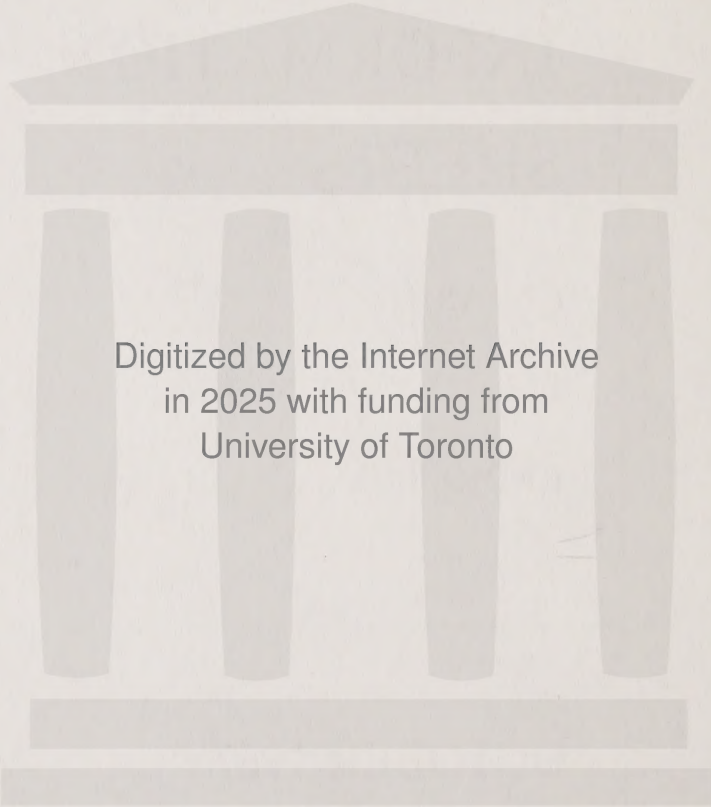
ONTARIO

ELEMENTARY SCHOOL

RADIO BROADCASTS

OCTOBER 1967

PROGRAMS PRESENTED BY THE
ONTARIO DEPARTMENT OF EDUCATION
IN CO-OPERATION WITH THE
CANADIAN BROADCASTING CORPORATION



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At Sixes and Sevens

KINDERGARTEN TO GRADE THREE

WEDNESDAYS, 2:10 – 2:30 P.M.

This year *At Sixes and Sevens* has a special host: Alan Maitland. The broadcasts will present a wide range of experiences for you and the children to share and enjoy: simple story-telling, adventure with “T.J.,” dance, exploration of music through verse, poetry, song and instrument playing.

PREPARATION

Our broadcasts will be twenty minutes in length this year and thus we are able to take the load of pre-broadcast preparation off your already sloping shoulders.

On “dance” days, of course, the ideal setting is a large area of cleared floor-space or a gymnasium. If the children wear shorts, T-shirts and bare feet their delight will be doubled. Even on “music” days, some children may be motivated to participate through movement, so some cleared floor space would be useful.

LISTENING

Our goal is the child responding with his whole being – chuckling, giggling, singing, clapping, moving, imitating, or quietly visualizing characters and situations. If a child has not had much experience in listening he may at first be restless, but as his experience grows so will his ability to hear, to absorb, and respond.

FOLLOW-UP

How might your children respond *after* the broadcast? Some may want to sing the familiar song – some, make up a new one. Some may want to paint pictures – some, re-tell a story by word or action. Some may want to discuss their own analogous experiences: e.g. how it feels to lose something precious, to be disappointed, to explore the unknown. The possibilities are endless. We are hoping to hear from you and the children about such activities as your ideas could guide us in planning future broadcasts.

We hope that there will be several ideas or experiences presented in each broadcast which you can “pick up” and use as a launching pad for meaningful development in the context of current activities in your classroom.

1. *October 18 . . .* STORY-TELLING

Have you met “A Bear Called Paddington”? This is the title of the first book in a delightful series for young children written by Michael Bond. (Other titles and details are given below.)

Today’s episode from this “young bear gentleman’s” adventurous life is called “A Picnic by the River” and is from the book “Paddington Helps Out”. Paddington being Paddington, this is a picnic to remember!

2. *October 25 . . .* LANGUAGE

“T.J.” visits Mr. Maitland, and they decide to have a picnic in the park. But things don’t work out exactly as planned.

3. *November 1 . . .* MUSIC

The day after Hallowe’en! On the broadcast, children will re-create in musical terms (including verse, chant, song and instrumental playing) some of the experiences they have had (or pretend they have had) on that very special night.

4. *November 8 . . .* DANCE

The starting point is a familiar children’s game. From it the experience deepens to become an exploration of stillness and movement, body shapes, floor patterns.

5. *November 15 . . .* LANGUAGE

Mr. Maitland and T.J. discuss some of the ideas sent to us by children (perhaps from your class?) solving the “mystery” of what T.J. was pretending to be at the close of his previous visit. Then T.J. decided the Series (*At Sixes and Sevens*) needs a new title and they explore: How does a book, a TV show, a story, get its title? What does a title mean? Children will be invited to send us their “title” suggestions.

6. *November 22 . . .* STORY-TELLING

Another episode from the “Paddington” books will be read.

7. *November 29 . . .* MUSIC

Children in the studio and your children will share another music-making experience.

8. *December 6 . . .* DANCE

Cleared floor space and non-restricting clothing will allow your children to participate fully.

9. *December 13 . . .* SPECIAL

To top-off the fall term we are preparing a special treat – an operetta – commissioned specifically for this series and audience age-range.

It will illustrate how all the forms of expression – language, story-telling, poetry, music and movement – which we have been exploring throughout the term, can be woven into an artistic, dramatic entity.

We hope you and the children in your class will enjoy this radio-drama experience – and perhaps consider creating a music-drama of your own.

PADDINGTON BOOKS, Michael Bond

1. A Bear Called Paddington
2. More About Paddington
3. Paddington At Large
4. Paddington Helps Out
5. Paddington At Work
6. Paddington Marches On
7. Paddington Abroad

Published in two editions:

Hard Cover (\$2.50 each) – Wm. Collins, Sons and Co., 100 Lesmill Road, Don Mills, Ontario.

Soft Cover (\$.75 to \$.90 each) – Puffin Books

Canadian Agent: Longmans Canada Ltd., 55 Barber Greene, Don Mills, Ontario.

Now Hear This

GRADES FOUR AND FIVE

THURSDAYS, 2:03 – 2:30 P.M.

Now Hear This is an examination of ourselves in our own culture. Each of the programs in its own way takes a look at man: what he is doing, what he has done, what he may do. This series will include documentaries of events, dramas, and special programs that will depend upon the direct response of the listener. All of the programs in *Now Hear This*, because they are generally examining man in his environment, should be able

to be related to whatever is being studied in the classroom at the time of listening. No special preparation is required for any of the programs except Creative Dance and Drama. For those who want to follow-up a broadcast with some activity, there are some suggestions accompanying each program description. Please send us your evaluation of any or all of the broadcasts so that we can plan future broadcasts with your needs and thoughts in mind.

1. *October 19 . . . MAN IN CONQUEST* (Social Studies, Physical Education)

We continually test ourselves in sport: as part of a team, in single competition, or in the solitary testing of ourselves against nature. ERIK SHEER, a ten-year-old Ottawa boy, set out to climb Mt. Kilimanjaro as his centennial project. With him went his father and a medical doctor who tested the effects of such an endeavour on a boy of this age. This program is a documentary of ERIK's adventure.

This program might be a springboard for discussion of your class's own athletic adventures, or for painting or story-writing. The class might consider starting a newspaper by developing a sports section first.

2. *October 26 . . . MAN IN CELEBRATION* (Language, Social Studies)

Throughout Ontario, men come together to celebrate their work in ONTARIO COUNTRY FAIRS. We went to some of these fairs and talked to contributors of all ages about their work, their trade, and their celebration. From Country Fairs we went to our National Fair, C.N.E., and the World Fair, EXPO, to discover why we have Fairs in 1967.

Your class may want to discuss their own ways of celebrating, or how people in other countries do so. They may want to express their own ideas in picture, story, song, or by planning a class celebration.

3. *November 2 . . . MAN EXPRESSES HIMSELF IN DANCE** (Physical Education)

CREATIVE DANCE is one of the many forms of man's expression. The aims of dance are to awaken and preserve the child's spontaneity, to develop his poise, his confidence and his body control. Through dance the child develops an understanding of his body's powers of expression and learns to cooperate with others in creative work.

*There will be six CREATIVE DANCE programs throughout the school year. This program will involve the children in work in Sudden and Sustained Movement.

PREPARATION: Clear as large a space for activity as possible. For greater freedom children should work in shorts, T-shirts and bare feet.

DURING BROADCAST: Here is an opportunity for the teacher to observe the class as individuals at work. Some will dance immediately the broadcast is turned on, others will wait until they are ready. Each child will respond in his own way, and will tell you a lot about himself through his movement.

4. *November 9 . . .* MAN EXPRESSES HIMSELF IN SONG*
(Music, Language)

Today we are immersed in the mass dissemination of pop songs. How much of a child's time is spent listening to recorded popular music? This musical genre is the expression of the culture of the young. This program is one of several throughout the year that will look at FOLK MUSIC. Today we will start with the 1967 child's favorite ROCK MUSIC, using this as a springboard to the experience of other more traditional forms of song.

Your class may want to write their own songs, based on their own experience, on a favorite folk tale, or about a contemporary hero.

Set some of the songs to music and sing them. Chant some of the songs to clapping accompaniment.

5. *November 16 . . .* MAN EXPLORES UNDER THE SEA (Science, Social Studies, Language)

An examination of recent UNDER-WATER EXPLORATIONS. "Obviously man has to enter the sea. There is no choice in the matter. The human population is increasing so rapidly and land resources are being depleted at such a rate that we must take sustenance from the sea." (Jacques Cousteau). The class might want to research this subject further. They may want to express their imaginations by painting, or by writing. Why not try a short piece of science fiction about an under-sea adventure?

6. *November 23 . . .* MAN EXPLORES IN SPACE (Science, Social Studies, Language)

Is fact stranger than fiction? In the last ten years through SPACE EXPLORATION what was once fiction has in many cases become fact. This program will examine both the fact and fiction of SPACE EXPLORATION through discussion with scientists and science fiction writers.

The class might try their hand at a bit of science fiction writing. An interested group might take a fact, a news report, and develop several stories from it.

*There will be several FOLK SONG programs throughout the school year.

7. *November 30 . . .* MAN EXPRESSES HIMSELF THROUGH DRAMA

CREATIVE DRAMA is the making of a play by the children themselves for themselves. It is doing, feeling, being with joy. In an age of mass instruction and response, the individuality of each child must be preserved and nurtured. In CREATIVE DRAMA each child is himself and a doer. There are no spectators and no intellectual barriers. A slow learner can contribute as much as a child with a high intellect. Children's own experiences, dreams, poems, fairy tales, recordings, and other sounds may be used as material for play making. Movement to music, sounds and words done on an open floor space will give emotional and physical release and prepare the children for a free language flow. The teacher acts as a guide to help the children sort out their inexhaustible ideas in group discussion, ideas which will provide the loose framework for the play. CREATIVE DRAMA through radio? Through this experimental program, children will be offered stimulation to CREATIVE DRAMA. There will be opportunities for children to actively participate during the broadcast; so, as for Dance, clear as large a floor space as possible for this activity. During the broadcast, the teacher can observe children playing out attitudes, feelings, situations. While the broadcast is on, children will be working towards expressing a concept, but will not have time to make this concept into a play for themselves. As soon as the broadcast is over, so as not to lose or break the flow of activity, the teacher should give the children at least ten minutes to work out their plays in groups.

8. *December 7 . . .* MAN EXPLORES THROUGH DANCE

Clear the room again! This second program in CREATIVE DANCE will encourage the children to explore the qualities of heavy and light movement.

The enjoyment of this program is not dependent on having heard the first Dance program. If you discover that your children are finding these Dance programs too advanced, why not try those in *At Sixes and Sevens*?

9. *December 14 . . .* MAN EXPRESSES HIMSELF IN MYTH

The story of Daedalus and Icarus is the story of the arch craftsman who tries to rival creation itself, and in so doing tragically loses his son. Daedalus invents waxen wings so that he and his son Icarus might escape from the bondage of the King of Minos. This is the story of that escape.

A World Unlimited

GRADE SIX

MONDAYS, 2:03 – 2:30 P.M.

Nine broadcasts for Fall 1967:

- Designed around the needs, criticisms and suggestions expressed by teachers and students;
- Intended as starting points for classroom activities;
- Bringing information not otherwise available into the classroom;
- Stimulating, informative, wide-ranging, current;
- Related to all subjects on the curriculum;
- Bring information on relevant extra-curricular interests;
- Point out the necessity of value of education;
- Provide a general background for in-depth winter and spring broadcasts;
- May be listened to individually or as a series.

If the broadcasts are too limited for your class, please turn to those for Grades 7 and 8. If they are too advanced, have your class listen to *Now Hear This* for Grades 4 and 5.

Special lists of supplementary material and ideas for follow-up activities have been prepared *for each broadcast*, and may be requested in advance from:

A WORLD UNLIMITED
Canadian Broadcasting Corporation
Box 500, Terminal A
Toronto, Ontario

Your ideas, criticisms and suggestions are important to the series since the broadcasts are for your use. Keep us informed at the above address.

1. *October 16 . . . FROM THE BEGINNING*

The evolution of the world and the need for knowledge about it (world map or globe, pictures of historical sites of world interest and of different biological species).

2. *October 23 . . . TIME*

Systems of counting, measuring, and calendars, how they came about, what they enable us to do (charts of mathematical signs and symbols and of first forms of writing, chart showing earth-sun-moon relationships).

3. *October 30 . . .* THE WORLD THAT SPEAKS

Forms of communication among men and other living things (diagram of human voice mechanism and structure of the ear, pictures of other communication systems).

4. *November 6 . . .* THE WORLD OF THE SENSES

The body, how it learns and works, ideas (photographs from manual on five senses, charts on body systems, brain).

5. *November 13 . . .* THE SURROUNDING WORLD

Man, related to his world, extends his powers, the need for knowledge (pictures of tools, machines and systems).

6. *November 20 . . .* THE WORLD OF SPECIALIZATION

Work, a chore or a delight? The contribution of education (pictures of great thinkers, artists, sportsmen, etc., workers on an assembly line).

7. *November 27 . . .* THE WORLD OF LEISURE

What does leisure mean? Skills, the arts, entertainment (pictures of good art and architecture, top performers in different sports, skilled workers, farming, gardening).

8. *December 4 . . .* THE POWERS OF THE BODY

Mysterious, beautiful, complex—their use and misuse (pictures illustrating uses of these powers and of individuals deprived of one or more. e.g., paraplegic).

9. *December 11 . . .* THE POWERS OF THE MIND

Thought, ideas, imagination, memory—what are they for? (2 pictures – one of Toronto's new city hall, the other of a skyscraper "box").

In the brackets above are visual aids that teachers may find useful or thought provoking during the broadcasts.

PLEASE NOTE THAT PROGRAM INFORMATION SHEETS FOR THE WINTER AND SPRING TERMS WILL BE FORWARDED TO THE PRINCIPALS OF ELEMENTARY SCHOOLS AND THEREFORE WILL NOT HAVE TO BE REQUESTED.

